DOCUMENT RESUME

ED 046 368 JC 710 019

AUTHOR Pace, Denny F.; And Others
TITLE Law Enforcement Training and the Community College: Alternatives for Affiliation.
PUB DATE 70
NOTE 62p.
AVAILABLE FROM American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.00)

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Human Services, *Inservice Education, *Junior Colleges, *Law Enforcement, Manpower Development, Police Community Relationship, Police School Relationship, *School Community Programs, *Vocational Education

ABSTRACT

This report offers 2-year colleges and law enforcement agencies alternatives for merging resources for improving police training and education. Currently approximately 250 2-year colleges offer programs inlaw enforcement, police science, or police administration education. The President's Crime Commission reports that present training programs of local law agencies are incapable of meeting the minimum training needed for long-range programs, and therefore recommends an increased affiliation with 2-year colleges. The junior college's local autonomy is acceptable and considered advantageous to local law agency requirements and philosophy. The American Association of Junior College guidelines on law enforcement education emphasize recruitment and in-service occupational and technical courses as well as courses in the sociological composition and psychological needs of the community. Program needs depend on national and regional needs, the changing patterns of control, and incentives for professional development. The impact of program training can be seen in the development of the police officer's image, career development, and financial incentives. This report also discusses the following in depth: (1) suggested curriculum; (2) division of responsibilities between colleges, police academies, and advisory organizations; (3) alternatives in program operation; (4) consideration for program organization; and (5) examples of five successful programs. (CA)

ED 046368

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LAW ENFORCEMENT TRAINING AND THE COMMUNITY COLLEGE: ALTERNATIVES FOR AFFILIATION

By

Denny F. Pace, James D. Stinchcomb, and Jimmie C. Styles

American Association of Junior Colleges

JC 710 019

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 25 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Price: $1.00

Copyright: 1970

American Association of Junior Colleges

One Dupont Circle, N.W.

Washington, D.C. 20036

Printed in U.S.A.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY THE AUTHORS AND THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

FOREWORD

This is an era of innovation in higher education, and the community college is in the forefront. In this publication, the authors offer the community colleges and law enforcement agencies alternatives for merging their resources to provide improvements in law enforcement training and education.

With closer community college affiliation, law enforcement agencies are given an opportunity to synthesize training with education and to create a personnel development continuum, extending from initial training to the associate degree and to higher levels of education. Although no single formula is likely to serve the personnel development needs of all law enforcement agencies, the community colleges are a valuable resource in producing law enforcement personnel of a caliber required to effectively cope with the dynamics of a society undergoing the pains of rapid transformation.

The American Association of Junior Colleges wishes to express its gratitude to the authors and to the members of the advisory committee who assisted in developing this important publication. Special thanks is extended to James D. Stinchcomb who, while a member of the staff of AAJC, took the leadership to initiate this project. Furthermore, deep gratitude is due to the W. K. Kellogg Foundation and the Pren-Hall Foundation for the funds which made this publication possible.

Andrew S. Korim
Specialist in Public Service Education
Occupational Education Project
American Association of Junior Colleges

TABLE OF CONTENTS

	Page
CHAPTER I	
TRAINING FOR LAW ENFORCEMENT: THE COMMUNITY COLLEGE ROLE	1
CHAPTER II	
THE COMMUNITY COLLEGE SYSTEM: ITS SIGNIFICANCE TO LAW ENFORCEMENT TRAINING	7
CHAPTER III	
THE NEED FOR COORDINATION	12
CHAPTER IV	
QUESTIONS TO BE ANSWERED	17
CHAPTER V	
BENEFITS OF COMMUNITY COLLEGE AFFILIATION	21
CHAPTER VI	
SUCCESSFUL PROGRAMS: SOME EXAMPLES	26
CHAPTER VII	
INSTITUTION RESPONSIBILITIES	34
CHAPTER VIII	
IMPACT OF TRAINING AND EDUCATION ON THE LAW ENFORCEMENT OFFICER	37
SUMMARY	40
MEMBERS OF ADVISORY COMMITTEE	41
APPENDIX A	
COURSE DESCRIPTIONS, DAYTON POLICE ACADEMY, DAYTON, OHIO	43
APPENDIX B	
OUTLINE OF COURSES, RIO HONDO JUNIOR COLLEGE POLICE ACADEMY WHITTIER, CALIFORNIA	45
APPENDIX C	
STATE LAW ENFORCEMENT TRAINING COMMISSION DIRECTORS	48
APPENDIX D	
STATE LAW ENFORCEMENT TRAINING AGENCIES	51
APPENDIX E	
REGIONAL OFFICES LAW ENFORCEMENT ASSISTANCE ADMINISTRATION U.S. DEPARTMENT OF JUSTICE	56
FOOTNOTES	57

CHAPTER I

TRAINING FOR LAW ENFORCEMENT: THE COMMUNITY COLLEGE ROLE

Law enforcement agencies are increasingly concerned about their ability to deliver the variety of training demanded of them. And there is increasing national concern about better job qualifications for all public employees, due to the complexity of society which demands greater understanding and better performance from all citizens.

An accelerated training and education program has been recommended by the President's Crime Commission Reports. If society is to survive in its acknowledged democratic form, these programs must be put into effect.

Law enforcement agencies are struggling to meet a minimum standard of training, and some 250 community and junior colleges are engaged in law enforcement, police science or police administration education. Because of limited tax dollars available for law enforcement training and education, the community college should be studied as a resource for training criminal justice personnel.

The law enforcement system employing one-half million persons plus those employed in corrections, probation, parole, and the court system, admits that adequate training programs using existing personnel and facilities, would take years to develop. Moreover, there is considerable doubt as to whether this could be achieved with existing agency facilities.

Crime Commission Recommendations

The recommendations of the President's Crime Commission form the foundation for community college affiliated training programs. After viewing their recommendations it becomes apparent that present training personnel and facilities of local agencies are incapable of meeting a minimum training need for long range programs. Some of the recommendations dealing with education and training are:

> 1. All training programs should provide instruction on subjects that prepare recruits to exercise discretion properly, and to understand the community, the role of the police, and what the criminal justice system can and cannot do. Professional educators and civilian experts should be used to teach specialized courses--law and psychology for example...[1]

2. Formal police training programs for recruits in all departments, large and small, should consist of an absolute minimum of 400 hours of classroom work spread over a 4 to 6 month period so that it can be combined with carefully selected and supervised field training.[2]

3. Every general enforcement officer should have at least 1 week of intensive inservice training a year. Every officer should be given incentives to continue his general education or acquire skills outside his department.[3]

4. Deficiencies in current police training are not limited to recruit programs...the enforcement needs of a community change, and new concepts of police technology and department policy emerge. These facts dictate that training be a continuing process.[4]

5. Additional skills needed by prospective administrators and supervisors must be acquired through advanced education and specialized training...it is essential that departments undertake massive programs to provide the opportunity for interested personnel to continue their education.[5]

6. Colleges and universities should cooperate with individual departments in order to provide model career development programs...[6]

Other publications have supplemented these suggestions with such program areas as work experience and education for corrections. In the work experience programs developed for cooperation between the agency and the college these observations are drawn:[7]

1. If the student, the agency and the educational institution are to receive maximum benefits, they need to recognize the urgency for practical as well as academic experience.

2. ...Departments should progressively increase educational standards for supervisors and administrators at the earliest opportunity...Only an educational institution can perform that task.

In the field of corrections Vernon Fox makes this observation:

> The Community and Junior college can provide basic education to the field of corrections. Education of personnel is the most effective way of improving correctional services. When 75 to 85 per cent of the budget of a correctional institution or agency goes into its personnel, then improvement of the personnel must be the most appropriate approach to improvement of the program.[8]

These publications have pointed out vividly that agencies and departments involved in the criminal justice process are not going to meet these needs with either local or regional training academies. Agencies have been strongly urged to utilize the already established educational system. The benefits to be derived from agency involvement with established educational programs are clearly established in the publications of the American Association of Junior Colleges.

The one institution throughout the country that is locally oriented, locally supported, and most adaptable to insuring change in its own physical environment is the two-year institution--referred to as the junior college, the comprehensive community college, the county college, or the technical institute. This logical source of assistance, then, which in many instances already possesses a physical plant and a substantial staff, should assist in providing an effective training and education program.[9] The utilization of all institutions of higher learning, but more specifically the comprehensive community colleges, with their growing national network of modern facilities and their mandates for local involvement, offer an obvious resource for both training and education. If agency administrators make their needs known, colleges will respond.

Several strengths characterize training programs affiliated with community colleges. The programs, by retaining local autonomy, are readily adaptable to local agency requirements. Community colleges can prepare a man to upgrade his technical expertise horizontally in the agency, and educational by-products of college relationships will provide for his vertical growth. This growth will result from the strong relationship between what is done in the training program and what follows in the educational program. The maintenance of a relationship with the entire educational spectrum allows the community college program to make a greater contribution to the individual. An additional advantage of college affiliation for criminal justice agencies is that education is becoming more and more recognized as a part of the basic requirement for the law enforcement officer and other agents of the criminal justice system.

The strength of an academic program lies in the foresight of criminal justice administrators. If educational increments and an across-the-board upgrading of personnel are not major goals of the law enforcement administrator, then a college-based training program will not be used effectively. College affiliation expands existing law enforcement training into a more meaningful and comprehensive instructional program.

Alternatives for Agency and College Affiliation

There are a number of possible combinations of training and education that may develop within the agency and the college. A few alternatives include:

1. A law enforcement agency provides training exclusively, with the possibility of some formal ties to a community college. This allows for agency control, but gradually may infuse some content from educational sources.

2. A community college provides services at an agency, with control of the academy retained by the agency. Several programs are developing in this manner. This plan assures a high degree of program quality, both academic and technical.

3. Shared control and responsibility for the academy through a coordinating council, with defined responsibilities for the agency and the community college respectively. Over the next few years, this could be the most promising.

4. Law enforcement agencies provide services at a community college with direction of the academy resting with the educational institution. This has been used successfully in a number of programs, notably in California.

5. A community college provides law enforcement training on its campus with exclusive control, but with the possibility of an informal tie existing between the law enforcement agency and the college. There is less chance of this alternative developing, and logically so, since the agency has such a strong vested interest in the personnel the institution provides. This alternative does, of course, offer a possible solution to the training needs of dozens of small agencies that might exist in a community college district. However, in these cases, the third of the above alternatives would appear to be more sound.

Combinations of elements from the above alternatives can be expected to develop. Local needs and concerns along with varying leadership views will continue to influence the precise form these events may take in a particular situation. When we view training programs emanating from the college campus, it may be a single course of instruction, or it may be an entire training curriculum. The curriculum may be vocational, technical, or general education or any combination thereof and still be a training program. What the student should receive in a training program must depend upon local decisions.

Academically oriented training programs have the following desirable features:

1. The officer receives a more diverse view of the role and function of law enforcement in society.

2. The officer is exposed to college courses, thus breaking the barrier to higher education.

3. The officer receives the benefit of the professional expert in the field of social sciences in how to understand and deal with the prime commodity of law enforcement, which is people.

4. The image of the law enforcement officer to the public is enhanced because of his college education and exposure.

5. The law enforcement officer gains a new perspective when he finds he is capable of meeting the social challenge offered in education.

To illustrate the potential for training programs on the college campus, the American Association of Junior Colleges' guidelines on law enforcement education cited specific types of training with emphasis upon in-service short courses. The rationale is summarized as follows:[10]

1. The college-based program is responsive to the police administrator (and others) who furnish personnel and guidance for the program.

2. Law enforcement courses can be scheduled to meet job demands, yet on-going programs of suitable length to have lasting knowledge for the participant can be presented.

3. Short courses can do a great deal to enhance the operations of a law enforcement organization when they can be related to actual performance in the field.

4. The community college can set the academic levels and areas of knowledge.

5. There is the availability of a staff which is highly specialized in areas peripherally related to law enforcement.

6. Supplemental instructional materials not normally found in training academies are available at the college level.

Training in colleges is as old as academia. Since the beginning of learning the proper balance between training and education has been debated. Educational theorists have categorized and strongly supported the merits of education versus those of training. Each school of thought has offered substantial support for its views. What has become apparent is that complete and comprehensive educational programs have included training activities. Conversely, a sound training program will include much education. If either education or training is being presented properly, each will have a substantial amount of the other included in its curriculum. Affiliation between law enforcement agencies and community colleges opens the way for a sound balance of training and education in developing competent personnel.

CHAPTER II

THE COMMUNITY COLLEGE SYSTEM: ITS SIGNIFICANCE TO LAW ENFORCEMENT TRAINING

As we move into the 70's it is important to consider the impact community college systems may have upon law enforcement training and education. The direct influences will depend upon how colleges relate to community needs in the following areas:

1. Local option, a basic ideal for law enforcement training,
2. Stimulating the cooperative processes between law enforcement agencies and the colleges, and
3. The capabilities of the community college to deliver quality programs.

Local Option

The term local option is dear to the hearts of most Americans. The connotation of this term at times seems to override economic and operational efficiency when it is evident there is a need to initiate or expedite public services. Whether there is some logical reason for retaining local option is open to debate.

A strong argument for retaining law enforcement education in community colleges is: its control will be local. Community colleges have moved to consolidate services, yet they retain the image of being locally sponsored institutions, because they are dedicated to meeting community needs in their service areas. A community college district will serve several law enforcement jurisdictions and still retain the flexibility to service local training needs.

Pressure builds in a community to retain small police departments so that local control may be assured. Studies have indicated trends are now to integrate functions of the criminal justice system. One such study by Norrgard makes the following observations concerning the direction of police agencies in sponsored services.

> "Regardless of size, financial resources, or proximity to other units of general government, the vast majority of local governments in metropolitan areas deem themselves capable of administering a complete law enforcement program within their respective jurisdictions. This is one significant illustration of the failure to seek alternative means of problem solving."[11]

With particular reference to police service (and this would apply equally to other agencies of the criminal justice system), he says... "the supportive activities can be consolidated and coordinated while reserving the important responsibility of providing necessary patrol service to each local government."[12] Training is specifically enumerated as being one of the staff services which lends well to some form of cooperative venture.

It is possible to retain local option and still have services of a cooperative nature by working together. A major advantage of this type of operation would be realized through better planning for the allocation of financial and other resources.

The Cooperative Processes Between Law Enforcement Agencies and the College

The opportunities being offered law enforcement education and training in the United States are being drastically weakened by the establishment of unrealistic goals with inadequate financial resources, shortages of qualified personnel and a lack of efficient coordination at all levels. These weaknesses can be attacked only if there are concisely developed plans for a comprehensive training and educational system. Such a system, if it is to best serve the community, must bring the resources of law enforcement technology and educational expertise into focus. For a number of reasons community colleges offer the most logical locations to bring these coordinated concepts of education and training into being.

For the past two decades law enforcement education and training has experienced such rapid growth that there has been little time to pause and analyze the quality of these rapidly evolving programs. These programs have developed primarily as a stop-gap liaison between college programs and functional field operations. This has brought about a situation in which educational quality of some programs has been compromised. The education offered has, by necessity, been either training oriented or outside the disciplines directly related to law enforcement.

Many educational programs developed in these two decades have, however, adapted to the changing needs of law enforcement in society. It is these quality programs that should be involved in the training processes. Because community colleges have been flexible in their approach to social issues confronting society, where law enforcement agencies and colleges work together to provide linkages between training and education, criminal justice personnel with broader professional preparation are produced.

Cooperation between law enforcement agencies and colleges will tend to build a stronger program for these reasons:

1. It places the recruit trainee in a viable educational environment and builds his interest and confidence in continuing off-duty educational programs.

2. It exposes the trainee to other local agency personnel and other department procedures. With consolidated curricula in the system there will tend to be cross-fertilization of procedures and policies.

3. It permits a pooling of the best available instructor talent. Colleges, in most instances, can and will utilize all agency personnel who are qualified to teach.

4. It is a highly visible demonstration of the college's interests in local needs. This also extends to the regional need for consolidation which is becoming more acceptable.

5. It allows greater innovation and experimentation in teaching techniques and curriculum planning than is presently being accomplished through unilateral training efforts.

6. It will develop a sounder relationship between the professional law enforcement administrator and the academic community and between the different agencies of the criminal justice system.

7. It can serve as a catalyst for developing and improving degree producing programs in the criminal justice field.

8. It will help improve the public image of agency personnel along with improvement in technical expertise.

9. It will tend to unveil the "mystique" which surrounds law enforcement training to the unknowing public insofar as what is taught or if it is taught at all.

10. It offers the agency administrator, who is hampered by local, political or budget considerations, an opportunity to demonstrate what effect training can accomplish.

The Capabilities of the Community College to Deliver Quality Programs

The capability of the comprehensive community college is created by its general philosophy in responding to local needs. There is great variety in terms of communities being served and, of course, the needs of the suburban community are common to a degree, yet different from those of densely populated areas. For this reason, it cannot be said "this is the way to do it everywhere." The fact that community colleges are different and are where the action is makes them a good resource.

How effective colleges can be in assisting the training effort is going to depend upon:

1. Relating the training to a total systems concept,

2. The cost of training, and

3. Staffing.

Training: The total systems concept. The criminal justice system has become fragmented to the extent that each agency looks to its unique function as the final solution for the complex problems of law enforcement and administration. There are many common areas of training and education for police, probation, parole and corrections. For example, the understanding of human behavior is just as important for the police as it is for any of the criminal justice agencies. There is a grouping of common knowledge or core courses that should be common to agents of each service in the criminal justice system.

The total systems concept as proposed in this publication offers some unique advantages. There is need for concern when all agencies within the system insist upon a role of "going it alone." In a sense this gives each agency the opportunity to re-invent the wheel. This duplication is a waste of financial resources.

The Cost of Training: The academy and the college. In the area of cost analysis, either agency can present arguments to support and justify a training program. The purpose of this publication is to maximize the total effort of a training program, not to justify or support one over the other. All monies are coming from the same taxpayer and the responsibility of those in training and education is to see that maximum use is made of the money available. The criteria should not be dollars, but the human resources that emerge to function in the democratic system. Since finances are going to have strong political impact on community leaders, some comments on the different criteria for evaluation of program cost are presented.

1. The administrative cost of the program will probably be less if the testing, records, grading, etc., are included with other students in a college setting.

2. The amount of money available for training is limited, just as is manpower. Through flexible campus-based training, it is possible for a person to obtain some advanced training on his own time. This is especially true if educational inducements are a part of the total program.

3. Training for a local agency may not be less expensive than it has been in the past, simply because there has been no scheduled training. In any event training is not low in cost, but it has been found to be a solid investment.

4. The pooling of resources and facilities is going to constitute a major saving for taxpayers. In an organization that has the facilities already available, monies can then go to improved staffing rather than to building construction and facility maintenance.

5. The intangibles of college-based programs should be considered. Community colleges have supporting services, expertise in resource materials, training in instructional techniques and the administrative structure for enforcing standards of performance.

6. Community colleges have residual services for securing grants, special endowments, etc., that may not be otherwise available to operating agencies.

Staffing. Community colleges have done a rather remarkable job of attracting to their faculties individuals with not only appropriate academic credentials, but also with varieties of law enforcement backgrounds and experience. These individuals have been largely responsible for law enforcement program growth, since they have exerted leadership not only among in-service personnel, but also as career counselors in giving guidance to recent high school graduates.

Since many of them had been associated with law enforcement training during their careers, there was a personal adjustment necessary when they moved into the higher education environment and became responsible for theoretical material and less concerned with day-to-day practical procedural skills. It should not be surprising then that these newly emerging professors are in reality far better qualified to plan, coordinate, and evaluate short term delivery of knowledge. Having taught in the college classroom and having associated with the community college faculty, the former law enforcement officer has achieved a better concept of such essential reinforcements to learning as outside readings, research papers, and the value of essay-style responses to questions.

There is every reason to believe that both recruit and in-service learning can be increased substantially when it includes visual reinforcement, individualized study, and retention-demonstrated answers that evoke self-expression. Most authorities agree that serious deficiencies in the makeup of law enforcement personnel result from their unfamiliarity with their own literature as well as that from allied bodies of knowledge. An obvious ingredient in any professional is the desire to continually keep informed in areas of concern to him.

The community college library with its many inter-related resources can be readily available to assist the training function in the same way that it supports educational programs. An isolated law enforcement library in and of itself would certainly have usefulness, but the bodies of knowledge within which the police function operates are not isolated, but interwoven, and so must be all learning experiences.

Relying upon the community college law enforcement staff for coordination of training programs should insure a more unified approach to the presentation of lectures, particularly those given by guest instructors brought in to cover materials in their special field of competence. A program planned, coordinated, and supervised by an institution whose main purpose is delivering knowledge should have a considerable advantage over even the most worthy efforts that originate from organizations whose primary mission is not directed toward identifying, reassessing, and effectively presenting the world of knowledge.

CHAPTER III

THE NEED FOR COORDINATION

Priorities should be established to insure a successful coordination. These priorities must include policy adoption, procedure development, and selection of administrators who will look to the long range goals of campus-based training concepts. There are presently sufficient training academies and college-based programs in operation to draw some observations as to their strengths and weaknesses. From these observations we may arrive at some fairly definitive guidelines that will tie the college-based programs to the state master plans and establish direction for law enforcement.

Coordination between enforcement agencies and community colleges is a key element in the development of a viable curriculum. In order to secure maximum coordination the following should be considered:

1. Mutual benefits of a college affiliated program, and
2. Cooperation among organizations.

Mutual Benefits

The value of any program lies in the mutual benefits derived. Because of mutual benefits, college affiliated programs should be attractive to agency administrators for a number of reasons. These reasons are reflected in following trends emerging in comtemporary American society:

1. Educational institutions have developed learning environments and administrative techniques focused upon their main product--education. The colleges have a degree of refinement dealing with educational matters that is not found in line agencies of the criminal justice system. Colleges have a capacity to hire, supervise and obtain demonstrative work from teaching personnel.
2. The Council of Governments concept is being encouraged by both national and state governments. When we view the criminal justice processes, it appears city and county organizational structures may be supplemented by other desirable sub-divisions of government. The same is true for training organizations.

3. Many local governmental units are now looking to consolidation of training as a way of retaining local control. These consolidated units are in need of a mutual training facility which the community college provides.

4. As pointed out elsewhere in this material, campus-based instruction may introduce a different kind of training in some subject areas previously ignored. These changes will produce a different orientation in the instructional processes. The college instructor can contribute some expertise in broad conceptual areas while academy personnel will continue to provide instruction in the more highly specialized skills.

5. Various pressures are being placed upon the enforcement agency to produce better qualified personnel. Either the agency produces a better product for public service or it is faced with the loss of public support.

The most obvious need of the enforcement agency is to employ the best qualified personnel produced by educational institutions. Again, it must be stressed that the role of colleges can be only supplemental to the total training and education design for the criminal justice system. If the community colleges can assist in areas where inadequate training of personnel presently prevails, a high level of public service will be accomplished.

Time, in this rapidly moving, dynamic society of the United States, is a critical factor in training. There is inadequate time to develop in-house capabilities for programs that should be designed more for education than for mechanistic training. Time is against any agency that must develop manpower with a proper attitude, teaching capability and expertise in a fairly technical field.

The strengths of community college staff capabilities are geared to meet the demands for training assistance. The important question is, can community colleges assist in the immediate training of an agency's personnel? The answer must be in the affirmative since community colleges have already been involved in law enforcement training and education for a good number of years.

Cooperation Among Organizations

Existing state and federal legislation has established a number of agencies dealing with manpower development whose efforts must be coordinated with community colleges, if desirable results are to be achieved. Those most concerned with the newly developing programs will be:

1. The State or Regional Planning Commissions, and

2. The State Directors of the Police Training and Standards Council.

To insure a training/education effort, full coordination is needed from all organizations.

The State or Regional Planning Commissions. The State Law Enforcement Planning Commissions are responsible for comprehensive plans to include all units of the system of justice (appendix--lists the State Planning Commission Offices). The system will not function properly unless there is overall coordination. A few of the more important questions for the Planning Commissions to consider in the campus-based programs are:

1. Does the education/training concept more nearly meet the needs of a fully integrated and functional system?

2. Are facilities being more fully utilized in bringing the training of several separate types of agencies together?

3. Are costs proportionate with value received? Are federal and state funds being channeled to local agencies in sufficient amounts and at the right times?

4. Are the end-products of a combined education/training program more apt to quickly reach an "ideal" standard of performance than those in agency training programs?

5. Will these programs streamline and up-grade on a state-wide basis, the curriculum content of a training program? Will these programs begin to focus on quality as well as on quantity? In the college-based program there are common core courses that are appropriate for police, corrections and court personnel.

6. If the planning commissions answer these questions affirmatively, will their own training objectives be greatly enhanced by the implementation of campus-based training?

The State Training Councils. A major step in the improvement of training in the criminal justice system has been the development of state councils to establish minimum entrance and training standards.

In reviewing developing programs of the various states, some tend to favor a centralized state-wide academy, others favor regional academies and some a combination of regional academies in cooperation with available college systems. As cited earlier in this publication, there are a number of alternatives; it is not our task to identify the merit or strength of each. The rules, regulations and powers of the councils vary from state to state.

The trend in progressive police education and training is illustrated in California's move to affiliate with community colleges. The following is a brief summary of California's community college police training complex which may serve as an example for states who are considering such programs.

Basic Academies	
College affiliated or operated Trained 1,623 (45% in 1968-69).	31
Non-affiliated or department operated trained 1,981 (55% in 1968-69). Approximately 1,300 were Los Angeles Police Department of Los Angles Sheriff's Office. The affiliation of these two agencies is now pending.	14
Pre-Service Course (in lieu of academy)	
Community College A.A. Programs	70
Certified Programs	55
Supervisory	
Operated by or affiliated with Community Colleges	36
Department operated - no affiliation	6
Advanced Officer Course	
College operated or affiliated	9
Department operated	2
Technical and Special Courses	
Community College operated	24
Four-year college operated	8
State operated (California Youth Authority)	1

Evidence cited in these figures indicates the California Training Council has weighed the advantages of college affiliation and is utilizing the network of community colleges to great advantage.

Reciprocal agreements between states. Until training and education are somewhat equivalent in content and methodology in various institutions, there is little possibility for certification between states. There are two ways in which this equivalency may be brought about: Through guidelines for college course content to include the four-year program and by identifying core curricula for short term training courses.

Curriculum guidelines may, in the future, be more explicit on the content of the core courses suggested. If credit on college level courses, i.e., Introduction to Law Enforcement, Criminal Law, etc., is going to transfer from state to state, then national guidelines are as vital as state standards.

The community college curricula will be a common catalyst to bring this about, since it has approval based upon regional educational accreditation. The guidelines published by the American Association of Junior Colleges have done a significant job for the establishment of a common course of study.

CHAPTER IV

QUESTIONS TO BE ANSWERED

Many police administrators feel they have a great deal to benefit from the sharing of training responsibilities with community colleges. However, in developing such a cooperative relationship between the agency and the college, a number of elements of such affiliation must be examined. The following are some of the major considerations:

1. Stress training. It may be acknowledged that the academic portion of a learning situation in the college does not strive to emphasize stress situations. Stress training regarding physical and psychological reaction under a given condition should usually be an agency responsibility.

2. Discipline. Colleges strive to develop self discipline and a discipline for learning. In the long run, more discipline in learning may help enforcement agencies to avoid negative public reaction. There is a great deal of difference in how discipline should be imposed upon a new recruit and how in turn he will impose it upon his constituents. Military discipline per se does not necessarily obtain desirable results in civil law enforcement and in many instances creates more problems than it solves.

3. Scheduling. Greater flexibility for departments will be obtained in college operated education/training programs since much of the education and training offered will be pursued by the individual on his own time. If the college program is operated in regularly scheduled training blocks, scheduling details would not differ significantly from the department operated training academy.

4. Instructors. Most states have provisions for technical-vocational instruction on a part-time basis by people who have shown a demonstrated competence in the field being taught. This flexibility actually adds much strength to a program of instruction. It is important to have instructional staff in recruit training who can transmit both technical information and social values. The temper of an agency is fixed in a recruit's mind by his initial introduction to the agency through these instructors.

It may be desirable for agency personnel to provide a reasonable amount of basic instruction in an entry program.

Instructor qualifications are a personal matter as much as they are a credentialing program. If a man happens to be self-educated, has other desirable technical qualifications and meets the minimum state requirements for his field, he should be utilized in the college program. It is always desirable, of course, if the same person possesses academic preparation.

5. Uniforms. This will be largely based upon the decision of college administrators working in conjunction with a local advisory committee. Again, the wearing of uniforms will depend upon the facilities available and the amount of regimentation built into the training activities. As with any type of uniform, it is best to utilize it when necessary for purposes of identification or massed formations.

6. Homework. If college credit is an integral part of the program, homework is expected. This is no different than any academy type operation which expects its participants to rewrite and restudy notes as well as study assignments in textbooks and in handout materials. Since many academies operate on an 8 to 10 hour day, caution must be exercised in planning for instructional sessions. Physical training, and light lecture materials should be interspersed with the regular lecture sessions. Frequently, additional study time is more beneficial to a student than excessive hours of lecture. If homework is expected, books and/or handout materials should be available to students and made a part of the training process.

7. Field Training. Generally, field training should remain an agency responsibility. An understanding to this effect should be developed between the agency and the college.

8. Work Assignments. This will be dependent upon the type of training to be given. If it is an accelerated schedule and the man is assigned to training on a full-time basis, then he should not be expected to work at his regular job. Training, however, should be viewed as a continuing process.[13] A great deal of training above the entry level should be voluntary on the part of the individual.

9. Time in Training. This is an intangible factor which will have to evolve with the development of local needs. Some metropolitan areas already train police officers in excess of 500 hours while some rural areas have no training requirements. The more rapidly all areas can surpass minimum state standards the quicker agencies of the system will begin to develop favorably in their performance.

   With federal funds now paying for employee training, police officers who had never anticipated training or education are voluntarily working in an educational environment. They are demanding courses relevant to their job and are asking that courses be offered at a convenient location and at the same time fit a rotating work schedule. Educational institutions are responding to this demand. For example, as a direct result of local requests, many institutions offer courses in various disciplines that deal with law enforcement issues.

   In a college program, where scheduling may be for a lesser number of hours per day, but over a longer period of time, it is feasible that work schedules may not be interrupted for advanced officer and specialized training.

   Every profession requires certain standards of its members. Members of the criminal justice system should be willing to contribute some of their personal time to self-improvement. This does not mean there should not be adjustments of work schedules and financial incentives given by the agency so that a person is motivated to secure education and training. Experience has shown that in organizations which support education and training it is easy to find personnel who voluntarily take advantage of an opportunity for additional education of their own time. This is perhaps the greatest strength in having an on-going program at the local community college.

10. Textbooks. As training evolves with broader educational increments the necessity and advantages for prepared texts will be felt. This does not mean that local information will no longer have to be prepared by the individual instructor. Commerical publishing companies have recognized the need for a special type of publication for law enforcement and more and more materials are becoming available to academies. The Training Keys, published by the International Association of Chiefs of Police, have been valuable supplements to many training academies. [14]

11. In-House Training. Training in a community college setting cannot hope to give all local information, ordinances and policies that the operational personnel must have. Neither a college training program nor a regional academy can do this, it must remain the responsibility of the

agency concerned. If training is going to be regionalized in any form, there must be periods of orientation after the employee returns to his agency. The operating agencies can cut down substantially on their training obligations, but they can never assign it totally to an outside organization.

12. College Awarded Credit. The policy established for awarding credit for training courses will depend largely upon the state education agency and individual institution. There are loosely developed policies presently being utilized that should be studied by State Directors of Training and persons in the field of technical education.

    The policy of accepting training academy instruction as college level course content varies from institution to institution. It is incumbent upon officials within the educational structure to make firm decisions as to what type of law enforcement instruction meets the criteria for educational curricula. It is firmly agreed that present training should be updated and improved in order that training contain a substantial amount of education. Training in manipulative skills should be left to the agencies. Since state training directors are in a position to make recommendations as to the skills and educational content of a curriculum, they should press for the establishment of guidelines by institutions so that up-grading of curricula may begin.

These are some of the major concerns related to college affiliated law enforcement training. The key issues concerning education and training in a campus setting can be resolved with substantial cooperation and research from the law enforcement state training directors, local law enforcement officials, and educational personnel involved in technical education and community college administration.

CHAPTER V

BENEFITS OF COMMUNITY COLLEGE AFFILIATION

Since the Wickersham Commission Report of 1931, there has been ample evidence to support a national need for improved law enforcement education and training. This evidence has pointed up a prime need for recruit training, specialized training, and supervisory training. The President's Crime Commission reemphasized the need for intensive vocational and professional training before a recruit can understand the task and learn how to fulfill it.[15] In addition to manipulative training needs, there is recognition that law enforcement officers should be educated in the sociological composition of the community and gain an understanding of the psychological needs of human behavior. The social conscience of enforcement agents should improve by including educational components in the training curricula. To further amplify the national problem, Sheehan indicated police training and education are suffering acute inbreeding and lack of commitment to change.[16] The problem of law enforcement training suffers from several inherent weaknesses, many of which may be eliminated by community college affiliation.

Program needs may be identified as:

1. National and regional needs,
2. State and changing patterns of control, and
3. Incentives for professional development.

National and Regional Needs

There are so many critical needs in the area of criminal justice training and education it is impossible to elaborate on them in detail. Many problems pertaining to training/education have been identified in the guideline publications by the American Association of Junior Colleges. Two specific problems identified for study, in this publication, as they influence training have been:

1. The trend to universal education, and
2. The Department of Defense Transition Program.

The Trend to Universal Education. The trend toward universal education mandates the educational institution to offer certain types of instruction as a public service. Because this education is becoming more commonplace, law enforcement agencies may find a time when the employee is better educated than he is trained. Thus, inherent weaknesses from lack of training found in the system would be compounded. Agencies of the system must become aware that training is not merely desirable but a requisite for survival.

The Transition Program. Project Transition was initiated by the Department of Defense in January, 1968. No other program more vividly illustrates the application of the concept of community college operated law enforcement education/training programs. That part of Project Transition dealing with law enforcement has been identified as "Operation, Police Manpower," and is a program designed to provide trained police recruits upon their separation from the services.[17]

The purpose of Operation Police Manpower is to provide counseling, recruitment, and screening services with maximum in-service training and educational opportunities to servicemen during their last six months of duty in order to prepare them for a productive re-entry into civilian life. Figure I depicts the process employed in Operation Police Manpower.[18]

The Department of Defense, through the cooperation of the International Association of Chiefs of Police, negotiated with local academic institutions to establish training and education programs. The programs were established on a 240 hour basic requirement to meet all state minimum standards. A number of community colleges are participating in the Transition Program.[19]

Figure II shows the basic Recruit School Curriculum, consisting of 200 contact hours, recommended by the International Association of Chiefs of Police.

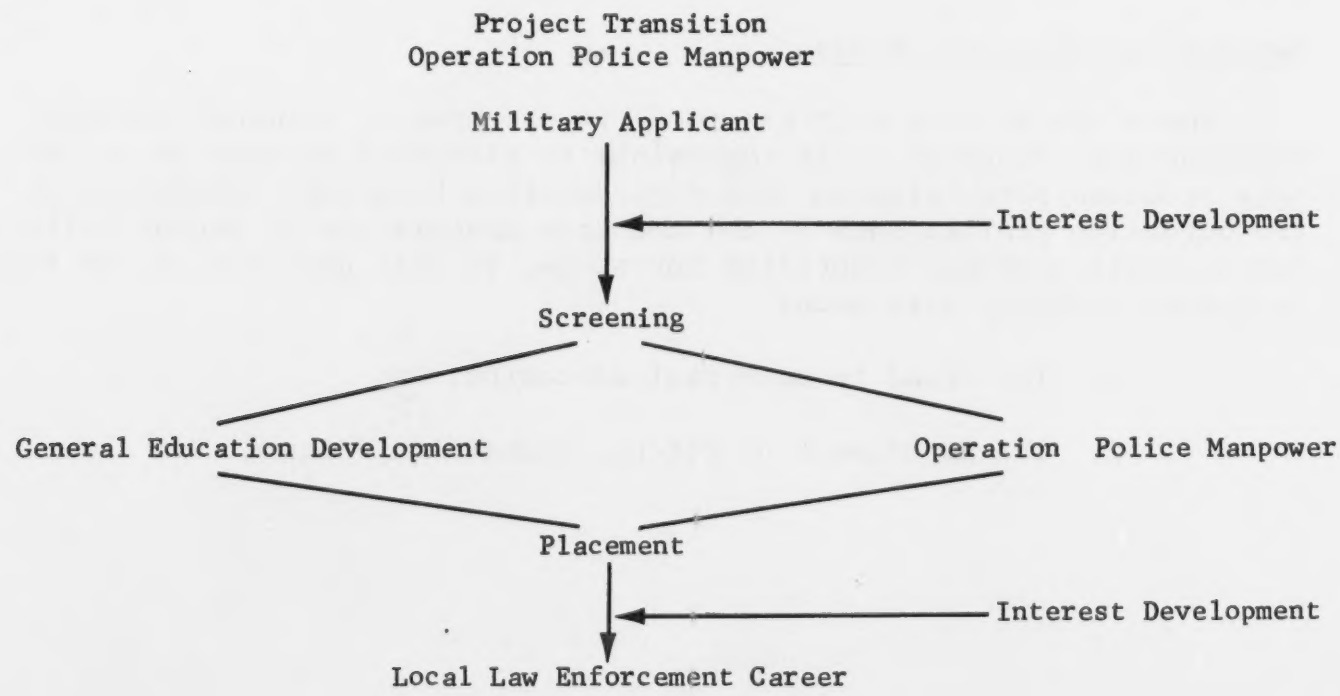

Figure I

BASIC RECRUIT SCHOOL CURRICULUM
Recommended by the IACP

	Contact Hours
Introduction to Law Enforcement	3
Criminal Law	16
Criminal Evidence	8
Administration of Criminal Law	2
Criminal Investigation	64
Patrol Procedures	38
Traffic Control	20
Juvenile Procedures	6
Defensive Tactics	14
Firearms	26
First Aid	10
Examinations	3
Sub-Total	200

Figure II

State: Changing Pattern of Control

Unless more initiative is developed locally in training and education, state coordination will be replaced by state operation. Trends in training and education have shown a tendency to switch from state coordination to state operation. The implication is that the institution doing training and/or education will find it more difficult to respond to local needs. Each college and agency should retain the authority to distinguish between the needs of metropolitan areas as opposed to the needs of suburban and rural areas. Unless this right of self-determination is retained, the local law enforcement administrator is going to relinquish his training responsibility, whether it be to state, regional or other levels. The speed and extent of change may depend upon how closely the local agency utilizes the resources of a local community college.

Improved Operational Efficiency Needed

Some trends which make it desirable for the local law enforcement agencies to affiliate with community colleges are:

1. Changing patterns of financial support. All levels of local agencies are becoming more dependent upon state and federal support. The trend for reimbursement has been to local agencies through the states and not direct aid to county and city. Community colleges are established channels for securing these types of funds.

2. Trends toward centralization. This evolution is inevitable because of growth, improved communication and the administrative capability to handle larger, more complex operations. District-wide coordination is a logical step.

3. Need for planning and research. If enforcement agencies, particularly smaller ones, are to retain control of their development , they require the planning and research capabilities which can be achieved through the joint efforts of training and education.

4. Responsibility of the state. Legislative provisions place obligations on states to provide for citizen protection and education. As states have been forced to accept more responsibility for maintaining standards, they have naturally assumed more control. Because of this control shift, a local organization capable of retaining local control is needed. The essential character of the community college is responsiveness to local needs.

5. Need for increased services. Without minimum training standards at the state level, few agencies would respond to the demand for trained and educated personnel. The demand for increased services is straining the capability of local agencies to produce quality services. Local agencies in general have found it difficult to furnish the manpower they would like to have to do the job.

6. Federal support. The infusion of federal funds both in education and law enforcement has given impetus to state level organizations in the form of planning, training, and even field operations. In many instances the community college has been a catalyst in obtaining these funds and furnishing a basis for state-wide coordination.

7. Public demand. People want more than minimum performance in law enforcement. They want efficiency, loyalty, and honesty that cannot be compromised. They realize the only way this can be achieved is through superior training and education. They have indicated, through congressional action, a willingness to pay for this efficiency.

Incentives for Professional Development

If a program is to achieve any degree of success, it is important that the personnel receiving the training and education receive recognition for their accomplishments. Affiliation with a community college may provide:

1. Professional base for increased public support.

2. Attraction of individual officers toward seeking additional education on their own.

3. Recognition of achievement in the areas of assignments, responsibilities, authority, pay and promotion.

4. Broadened occupational opportunities.

Historically, the public has generally indicated a willingness to pay for a higher degree of expertise in the professions. Many law enforcement agencies throughout the country have additional pay increments for higher education and some equivalency scale for advanced in-service and technical training. The administrator should be prepared to submit a plan for additional pay in order that personnel will be stimulated to gain education and training on their own time.

CHAPTER VI

SUCCESSFUL PROGRAMS: SOME EXAMPLES

The purpose of this section is to present on-going programs in order to illustrate their organizational structures, the operational guidelines which they follow, and the unique characteristics of each program. Examples cited are programs that have been in existence for varying periods of time and have proved their worth to the satisfaction of regional law enforcement administrators.

The concept of academy training affiliated with community colleges will probably follow a lengthy transitional path in the movement from agency-based to totally campus-based training. Examples cited illustrate the flexibility of approach in terms of meeting the needs of the officer, the agency, and the community college. The programs are illustrated in the form of a continuum, going from a program with minimum college participation to one run exclusively by the college.

The illustrations that follow have been selected for their uniqueness in the type of curricula developed and processes of implementation in each program. Many of the problems that arise in the development of a model program will be included within the context of the following descriptions.

The Chicago Police Department and City Colleges of Chicago

The Public Service Institute, Loop College, City Colleges of Chicago, is cooperating with the Chicago Police Department in its expanded training program at the Chicago Police Academy. At present, the college is responsible for about 25% of the 31-week academy program. Four courses are offered for a total of 12 credit hours. Two courses are in behavioral science and two are in law enforcement. Supportive services, such as remedial work in communication skills and counseling, are presently provided by the institute and will be expanded in the near future. All instruction takes place at the police academy.

The two courses in law enforcement, Law Enforcement 101 and 102, were taken out of the two-year associate degree program offered at Loop College. In behavioral science, the institute staff has established two new courses relevant to people working in law enforcement. The two courses are divided along the following lines. Behavioral Science 101 serves as an introduction into the relationships among socialization, social structure, and behavior. Behavioral Science 102 deals with conditions which affect our responses to the phenomena dealt with in Behavioral Science 101.

In these courses particular attention is given to defining police-citizen relationships, police-community relationships, and to a discussion of what "makes a good policeman." A two-week workshop in applied psychology is a part of the program. It is the intent of the workshop to let the recruit have as active a role as possible under the supervision of professional psychologists and the aid of interns from graduate schools in the Chicago area.

The behavioral science approach to law enforcement training and education at the Chicago Police Academy rests upon the following assumptions:

1. That police departments across the country are facing the problem of redefining their role in contemporary urban centers;

2. That the tensions and strains operating within urban places also tend to be reflected within the encounters of the policeman performing his duty, particularly in areas of the population from which the majority of policemen are recruited;

3. The police have been subject to a great deal of scrutiny and sometimes very violent criticism.

Both the Chicago Police Academy and the Public Service Institute have approached the new program with an attitude of experimentation and willingness to change as change becomes necessary. An evaluation is being conducted regularly by members of the staff with the help of an advisory committee.

Sinclair Community College, Dayton, Ohio

The contiguous areas, including Montgomery County, the City of Dayton, and others, have utilized Sinclair Community College as a source of material for their 920-hour basic training course which is conducted over 23 weeks. The following courses are offered as a part of the recruit academy: Orientation to Law Enforcement and Criminal Justice; Introduction to Criminalistics; and Criminal Evidence and Procedure. These courses serve as the nucleus for both a training and education program. Figure III indicates the courses and the appendix gives the course descriptions.

Preliminary plans indicate the community college will assume administrative responsibility for the basic state-required 130 hours of recruit training. It will also conduct in-service training such as supervisory (40-hour) courses, institutes, and seminars.

The initial exposure to the academic program through the recruit training-education package encourages young officers to further their education on a continuing voluntary basis.

Curriculum of
Dayton Police Academy

Course	Hours
Orientation to Law Enforcement	95
Introduction to Criminalistics	41
Criminal Law, Procedure, and Rules of Evidence	120
Investigative Procedures	50
Community Studies	62
Procedural Training	33
Patrol Tactics	26
Traffic Problems	25
Technical Skill Training	138
Community Field Experiences (Open to Dayton Police Recruits Only)	120
Field Patrol Experiences	160
Examinations and Special Seminars	50
Total Hours	920

Figure III

What has been shown in the Sinclair Community College Program is the ability to respond to requests from local law enforcement agencies and to identify those areas that retain educational structure, yet are based upon acceptable transferrable courses to a four-year program offering a Bachelor's degree at the University of Dayton. An important readjustment of programming has taken place within the Sinclair Community College District that may serve as a model elsewhere. The training academy has seen fit to establish a close coordination with the college-established program while the University of Dayton, in recognizing the benefits of the two-year college, has moved to offer upper division work and will move into graduate level offerings.

The Oakland Police Academy: Auburn Heights, Michigan, and the Oakland Community College

The development of Oakland came as a result of several events. In 1950, the Southeast Michigan Association of Chiefs of Police established Basic Police Training zone schools in the Detroit metropolitan area. Instruction was conducted primarily by agents of the F.B.I., and schools were coordinated by Police Chiefs in the immediate area. Initially, instruction was for two hours a day, one day a week, for 15 weeks. Two schools were held each year. Eventually, the schools were increased to two days per week until the student had completed 80 hours of training. He was required to complete two of these sessions for a total of 160 hours before he had earned a certificate of completion.

One of the most active groups in the area was the South Oakland Police Chiefs' Association. In 1958, this group, with the assistance of the Detroit office of the F.B.I., developed a 160-hour Detective Course. Later, they again joined forces to develop a Riot Control Course. These two courses and the Basic Police Training zone schools were helpful in meeting the very urgent need for adequate police training in the area.

In August, 1965, a highly respected Oakland County Circuit Court Judge appeared before the Oakland County Board of Supervisors indicating that he was often compelled to dismiss serious criminal cases because the cases were not properly prepared. In the opinion of the Court, the cases were poorly prepared because investigating officers were not properly trained in investigating criminal cases and in presenting these cases in court. Consequently in September, 1965, the Oakland County Board of Supervisors appointed an investigative group known as the "Committee to Study Law Enforcement Problems." The committee, after diligently studying the problem, found there was a definite need for additional law enforcement training in Oakland County.

In August, 1966, the Committee approached Oakland Community College to discuss the possibilities of establishing a police training center on one of the campuses of the College. Within 60 days of the initial contact with Oakland Community College, all of the major problems had been resolved. The College gave full support to the program and within six months the first Basic Police Training Course had a graduating class of 45 police trainees.

The six-week (240 hours) basic police training program at Oakland Community College offers the municipal township and county police official an excellent opportunity to train his officers who have not had formal training in law enforcement work. Major topics in the program include: criminal law; constitutional law; evidence; arrest; search and seizure; confessions, criminal investigations; interrogation; testifying in court; firearms; first aid; report writing, patrol techniques, riot control; defensive tactics; motor vehicle law; accident investigation, auto theft; human relations; police courtesy and ethics. Three college credit hours are given for each of two courses:

1. Fundamentals of Police Operation;

2. Principles and Application of Criminal Law.

The student may also pay the tuition fee and receive three additional college credit hours for Physical Fitness and Defensive Tactics.

The St. Petersburg Junior College and Florida Regional Law Enforcement Agencies

One of the more progressive programs in college affiliate training has been the one sanctioned by St. Petersburg Junior College through the Florida Institute for Law Enforcement. The structure and curricula of this Institute moved to meet the needs of training at the time of its initiation in 1965. The Institute is independent of the college curricula and specializes in short courses, management services and miscellaneous services necessary to bring enforcement agencies and the college-based program into close cooperation.

The Florida Institute for Law Enforcement is organized into three functional divisions: Training, Management Services, and Publications. The following is a brief description of the responsibilities of each division.

Training Division. The Training Division is responsible for the assistance and stimulation of training within law enforcement agencies in the State of Florida and the development and presentation of training programs not available within such agencies. The Training Division offers the following programs and services:

1. Short Course Program (consisting of 28 separate courses).

2. In-Service Study Series (correspondence type courses).

3. Training Assistance and Coordinator Services.

4. Police Executive Development Program.

Management Services Division. The Management Services Division is responsible for receiving, evaluating, and acting upon requests by law enforcement administrators for management services. As with direct staff assistance in the training area, management services are provided only to the extent possible within limited Institute resources. The Management Services Division provides the following services for law enforcement agencies in Florida:

1. Personnel Testing and Selection Services.

2. Staff Assistance Projects and Consultant Services.

3. Research and Development Activities.

Publications Division. The Publications Division is responsible for the preparation and reproduction of documents supporting the other activities of the Institute. Publications are made available to interested agencies without cost. The Publications Division edits and publishes the Florida Police Chiefs Association's Monthly Bulletin. Furthermore, the Publications Division prepares, publishes and distributes training materials as developed

by the Training Division. Also published in the training field are short course brochures, announcements, and all materials utilized for classroom distribution in training courses.

Rio Hondo Junior College and the Affiliated Training Academy

Rio Hondo Junior College located in Whittier, California, represents one of the most active college-affiliated law enforcement training programs in the West. The physical facilities of the academy are removed from the main college campus. This academy serves the training requirements of 17 law enforcement agencies. Other agencies of the criminal justice system may arrange special training courses. The academy conducts a 400 hour Basic Police Recruit School and other advanced specialized schools. Through individual counseling a student may take regular college courses to satisfy his training requirements. The 10-week Recruit School is assigned 9 semester hours of college credit; other courses of lesser time carry from 2 to 4 semester hours of college credit. Figure IV gives the curriculum of the Rio Hondo program and the Appendix gives the outline of the course.

Instructors at the junior college may instruct in their specialized field at the academy. This is a distinctly different administrative sub-unit so that there is no conflict with the regular college program.

A summary of the Basic Recruit Training Program follows:

The program was developed in close cooperation with law enforcement agencies, the College Police Science Advisory Committee, the College Administration and the California Community Colleges. The curriculum and courses have been certified by the State Commission on Peace Officer Standards and Training as meeting or surpassing the requirements set forth by law and the Commission so that qualifying law enforcement agencies may claim financial aid for their trainees.

The school operates at the College Annex (Police Science Facility), 3600 Workman Mill Road, Whittier, California. However, all students who reside outside the Rio Hondo Junior College District must secure a permit from the Junior College District where they reside. Participating law enforcement agencies will provide the ammunition which is distributed by the instructors at the range. The students wear the khaki uniform prescribed, as well as the athletic dress when required.

Law enforcement agencies receive reports on the progress of their trainees. Written examinations; manipulative skills; firearms competency; individual responsibility, cooperative spirit and personal conduct is covered in the report. Officers who successfully complete this school are eligible for the Standard Red Cross First Aid Card; Certificate of Completion from this College, as well as nine units of credit; Basic Certificate from the Commission on Peace Officer Standards and Training.

Curriculum of

Rio Hondo Junior College Police Academy

Course	Hours
Introduction to Law Enforcement	15
Criminal Law	40
Criminal Evidence	11
Administration of Justice	11
Criminal Investigation	49
Community Police Relations	22
Patrol Procedures	50
Traffic Control	36
Juvenile Procedures	9
Defensive Tactics	27
Firearms	23
First Aid	15
English	28
Administration	55
Examinations	9
Total Hours	400

Figure IV

GENERAL OBSERVATIONS

These five examples constitute case studies on affliation between law enforcement agencies and community colleges. From these studies, it is obvious that the alternatives available to a local situation are as diverse as the characteristics of a particular locality or region may dictate. In one case, the college role is only minor; in another, it is one of operation of an academy. The training and education activities may be on-campus or off-campus, or in some cases may be a combination of both. The significant outcomes of the affiliation between law enforcement agencies and the community colleges in these cases are:

1. Improved training and education for the agencies involved and

2. Increased services by the college to the community.

CHAPTER VII

INSTITUTION RESPONSIBILITIES

The criminal justice agency and the college involved in the training program have responsibilities for insuring the best program possible. These responsibilities, in many instances, are prompted by informal agreements and personal cooperation which form the basis for binding the operating agency to the college. The agencies of the criminal justice system and the academic institution frequently divide their responsibilities in the following manner.

Agency Responsibilities

The agency assumes responsibility for:

1. The advisory committee, and
2. Serving in the selection processes for applicants.

The Advisory Committee. The selection and function of an advisory committee should be a mutually agreed upon plan between the participating organizations. The present law enforcement advisory committees should be responsible for the following:

1. The advisory committees presently constituted should be expanded to include corrections and the courts.
2. Representatives from each of the areas of the criminal justice process should identify the proper programs that are to be translated into the curricula.
3. The chief administrative officer of each organization should personally see that his policies and ideas are heard in the development of the general philosophies of the program.
4. The broad program format in such areas as curriculum, academic quality and staffing must be a joint responsibility with the origination of policy by the participating agencies.
5. The actual administration of the training program should be left primarily to the college. The agency, through police development, can strengthen the college administration if necessary.

The Selection Process for Applicants. Through mutual agreement, the agency and the college should establish some minimum common standards for students. For pre-service pupils the college, through the advisory process, should point out to each student the established qualifications for positions being sought. If instruction is to be for in-service students, then the determination of qualifications will be an agency responsibility.

Caution should be exercised by all concerned that students who are not physically or mentally qualified be so advised of such deficiencies. In reality, it is the employing agency that must establish minimum standards.

Educational Responsibilities

The colleges are expected to serve as both the instrument of instruction and coordinating agency in the initiation of training and education. Some of the recurring problems seem to be:

1. Maintaining the academic quality of the program, and
2. Manpower needs.

Academic Quality. The maintenance of quality need not be difficult for the educational institution if it will note these trends.

1. Pre-service training is to be more education oriented. It has been suggested a substantial part of the 120 hour minimum be devoted to academic concepts. i.e., Introduction to the Criminal Justice System, Criminal Law, Court Processes and Criminal Evidence, and Inter-personal and Community Relations. Most of the skills courses will be off-shoots of the 120-hour course. Enough skills instruction, i.e., firearms, hand to hand combat, will be retained to assure a given level of proficiency. These latter activities will in most instances be agency responsibilities.

2. Some functions are purely academic while others are strictly skills. The college can assist in establishing the body of knowledge desirable for a more complete education. The college obligation is to make sure "academic increments" are not merely duplication of the manipulative skills.

3. Career occupational orientation, while somewhat different from the traditional liberal arts education still retains a strong link to the basic concepts in liberal arts. Perhaps the difference in the two approaches is that the career orientation is a more gradual exposure to academia with greater relevance to students.

4. There is a great need for both liberal arts exposure and special expertise in the several areas of law enforcement. The type of education received may dictate where a graduate will pursue his career. Many four-year graduates of liberal arts oriented programs do not begin their career with local agencies. It is more likely that the local agency can attract a man when his education is in the specialized field of law enforcement.

Manpower Needs. It is estimated that on a national scale the overall manpower needs of law enforcement agencies exceed the supply by at least ten percent. This estimate in itself gives a misleading quantitative figure since administrators of a department, if they had an opportunity to screen candidates more closely, could replace a number of their present operational personnel. Administrators are sometimes burdened with employees with low competence levels simply because better talent is not available.

Manpower needs may be stressed in quantity and quality, and the college program is one avenue to assist in alleviating both needs.

Because of the close affiliation with post high school students, community college counselors are instrumental in the career selection of a student. Through the counseling processes, many students have been guided to a career in law enforcement.

Up-grading of the student through improved education and training processes is the basis for support of the campus-based training concept. Training based upon sound sociological and psychological foundations must ultimately produce better personnel.

Agency and educational responsibilities should not be designated to one institution, since the success of any program cannot be based upon the effectiveness of a single organization. It must be the coordinated efforts of both institutions to produce a quality program.

CHAPTER VIII

IMPACT OF TRAINING AND EDUCATION ON THE LAW ENFORCEMENT OFFICER

Educators and trainers of personnel for the criminal justice system must recognize that we either accelerate or minimize ideals as identified in the area of human rights. This transition in laws and social usage must be made through a peaceful and efficient way or postponed to a national calamity. Men responsible for these changes may be best trained and educated in established educational institutions. Law enforcement personnel concerned may be helped in a number of ways by educational affiliation. Some of the more important contributions from education are:

1. Development of the officer's image,
2. Career development, and
3. Financial incentives.

Development of the Officer's Image

The ultimate success of any training and educational program is the degree to which it improves the competency of the personnel. Increased competency of the criminal justice employee occurs when he improves both his self-image and his image as perceived by members of our society.

In our society, a law enforcement employee can and does often work outside his own social group. Because of these work patterns and social pressures, he may easily become alien to the society in which he works. In urban areas he works throughout the ghetto and deals primarily with the criminal fringe of society. The abrasiveness of these exposures forces the agent to generate values from outside the mainstream of our regular social structure. When this occurs, self-perception of the individual is centered upon a very restrictive social perspective. This may well result in a weak commitment to social cohesion.

Colleges can serve as a primary aid to keeping working agents or officers in society "intelligent participators." Formal schooling is more than just a learning experience in terms of curriculum content; it is cooperation and interaction with cross-sections of society. By having enforcement officers in classrooms, neither the regular student nor the officer can escape sharing important social problems. In so sharing, the officer can broaden his perspective in terms of the whole social order. In turn, society is able to view the officer and form opinions in a neutral setting.

The law enforcement officer, if he is to truly train and educate himself, must be given an opportunity to survey the task he has to perform in the social order. Given the exposure to college life, he may not only develop his latent intellectual abilities, but also his judgement and discretion.

Higher education alone will not improve public support or change negative citizen attitudes to positive ones. We can expect educational by-products to be put to good use immediately in law enforcement. These by-products include exposure to others with varying careers and interests, realization of interrelated bodies of knowledge that can be useful, a more comfortable feeling about social change, a recognition that variations in human responses to stimuli are normal, and even that conflict is one possible response to stress and frustration.[20]

The image of the law enforcement officer held by the public can improve if there is a willingness by the public to support the law. This support can evolve only from voluntary compliance to the laws, and voluntary compliance may well rest upon the degree of confidence the public holds in its law enforcement officers.

Through campus affiliation, the law enforcement student and college-age public have an opportunity to eliminate narrow attitudes held regarding the processes of justice. If there is to be real improvement in the criminal justice process, it will evolve from training and education in a college setting.

Career Development

Studies indicate we are making very poor use of human resources as evidenced by the fact that major cities are unable to recruit adequate personnel with a national recruitment program. With college affiliation, law enforcement training and education can become the catalyst for professional career development and be competitive in a society that is demanding more competent personnel.

> In recent years the need for men of high ability and advanced training has often been so pressing in one field or another to claim national attention. Such attention has frequently ignored broader educational and social goals in favor of "crash" programs to meet the crisis of the moment.[21]

The criminal justice system finds itself in such a situation at the present time. The trials of yesterday and the immediate needs of today present necessary planning for tomorrow. If education and training is localized on a day to day basis to the exclusion of long range educational goals, society will find itself compounding problems rather than resolving them.

If they will adopt a cooperative career development program with educational institutions, local agencies may find they can establish professional competence within regional organizations and enhance professional development ideas. Such personnel problems as lateral entry, over-educated, under-trained, and specialist competency will be resolved simply by developing highly competent personnel.

Financial Incentives

The value of a training/education program to the individual law enforcement officer must in the final analysis result in some financial benefit. Beyond the minimum requirements for a position held, there should be an incentive for the officer to acquire training and education on his own time. While administative philosophy differs on reward for training and educational increments, the fact remains that many of the more progressive agencies provide such incentives.

SUMMARY

The community and junior college, as well as other institutions of higher learning, have a unique and responsible role in the training of personnel for the criminal justice system. This role extends from pre-service to in-service personnel. Examples of operating programs have been offered in the foregoing discussion. These examples indicate the wide variation that affiliation between law enforcement agencies and community colleges may take.

Educational law enforcement programs long affiliated with the two-year community colleges have established staff and other resources necessary to make a program operational. A college affiliated training program in addition to regular training sessions, should be designed to supplement the training efforts of the operating agency by utilizing off-duty instructors and by having students participate in the education/training sessions on their own time.

It is anticipated that there will be a gradual transition to closely coordinated campus-based training or some alternative of college affiliation. This training will take place first in the educational institutions that have obtained the confidence of field agencies. Other educational institutions will follow. Such training must result in a more competent employee for the criminal justice system.

MEMBERS

ADVISORY COMMITTEE

Major Robert C. Barnum
United States Army Transition Program
Office of the Assistant Secretary of Defense
Manpower and Reserve Affairs
Washington, D.C. 20301

Mr. Leo A. Culloo, Executive Secretary
Department of Law and Public Safety
Police Training Commission
1100 Raymond Boulevard
Newark, New Jersey 07102

Mr. Vern L. Folley, Chairman
Division of Police and Public Administration
Harrisburg Area Community College
3300 Cameron Street Road
(on leave from Harrisburg during the time of publication at the University of Arizona in Tucson)

Mr. Larry A. Giddings
Law Enforcement Specialist
U.S. Department of Justice
Law Enforcement Assistance Administration
500 South Ervay Street
Dallas, Texas 75201

Mr. Iven S. Lamb, Director
Police Science and Administration
Florida Junior College at Jacksonville
Jacksonville, Florida 32205

Mr. George A. Lankes
Associate Academic Dean
Erie County Technical Institute
Main Street and Youngs Road
Buffalo, New York 14221

Mr. Ralph W. Moxley, Coordinator
Oakland Police Academy
Oakland Community College
2900 Featherstone Road
Auburn Heights, Michigan 48057

Mr. Gene S. Muehleisen
Executive Officer
Commission on Peace Officer Standards and Training
700 Forum Building
Sacramento, California 95814

Mr. Denny F. Pace
Department of Political Science
Kent State University
Kent, Ohio 44240

Mr. C. Alex Pantaleoni
Coordinator
Police Science Department
Rio Hondo Junior College
3600 Workman Mill Road
Whittier, California 90601

Director R. Wilson Purdy
Public Safety Department
Metropolitan Dade County Sheriff's Department
1320 Northwest 14th Street
Miami, Florida 33125

Mr. Howard M. Rasmussen, Director
Law Enforcement Program
Sinclair Community College
117 West Monument Avenue
Dayton, Ohio 45402

Dr. Donald H. Riddle, President
John Jay College of Criminal Justice
City University of New York
315 Park Avenue, South
New York, New York 10010

Mr. James C. Scott, Coordinator
Law Enforcement Program
Highline Community College
Midway, Washington 98031

Mr. James D. Stinchcomb
University Research Corporation
4301 Connecticut Avenue, N.W.
Washington, D.C. 20008

(Advisory Committee Continued)

Mr. Jimmie C. Styles, Vice Chancellor
for Research and Development
Tarrant County Junior College District
1400 Fort Worth National Bank Building
Fort Worth, Texas 76102

Dr. W.W. Wagner, Chairman
Special Occupations Division
Brevard Junior College
Cocoa, Florida 32922

Mr. C.W. Wolfe
Education and Training Specialist
Governor's Crime Control Commission
Capitol Building
Helena, Montana 59601

Mr. Don A. Yowell, Coordinator
Police Science Department
Compton College
1111 East Artesia Boulevard
Compton, California 90221

APPENDIX A

Course Descriptions, Dayton Police Academy, Dayton, Ohio.

Orientation to Law Enforcement: An explanation of the general workings of the police department, a description of the inter-relationships between law enforcement agencies in this area, and a course on Introduction to Law Enforcement taught in conjunction with Sinclair Community College. Three college credit hours; total classroom instruction, 95 hours.

Introduction to Criminalistics: Instruction concerning the collection, preservation, identification, and examination of physical evidence within the resources of the patrolman/investigator. Includes a course on Criminalistics I taught in conjunction with Sinclair Community College. Three college credit hours; total classroom and laboratory instruction, 41 hours.

Criminal Law, Procedure, and Rules of Evidence: Explanation on the development of law, its meaning, types of law, constitutional law, criminal procedure, rules of evidence, a mock trial scene, and a course on Criminal Law and Procedure taught in conjunction with Sinclair Community College. Three credit hours; total classroom instruction, 120 hours.

Investigative Procedures: Techniques of investigation, interviewing, and related subjects aimed at providing the patrol officer with the necessary investigative skills. Attention is also given, toward the end of the course, of special types of investigation, such as arson, homicide, narcotics, etc. Total classroom instruction, 50 hours.

Community Studies: An explanation of the elements of the urban problem in Dayton, the changing role of the police, basic psychological techniques for dealing with people, black and Appalachian culture and history, and police-community relations. Total classroom and role playing laboratory instruction, 62 hours.

Procedural Training: The skill of writing, sentence construction, development of logic in writing style, spelling, and legal definitions, and general report format. Total classroom instruction, 33 hours.

Patrol Tactics: An explanation of the specific role of the beat patrolman, his duties, and methods of operation, including simulated experience in interviewing, observation, and motorized patrol techniques. Total classroom and simulated field instruction, 26 hours.

Traffic Problems: A discussion of the special problems found in traffic law enforcement and traffic control; specialized training in accident investigation. Total classroom and laboratory instruction, 25 hours.

Technical Skill Training: Advanced First Aid and emergency medical care, the mechanics of firearms and their use, firearms training, weapons, and physical training, including defensive tactics. Total classroom, range, and gym instruction, 138 hours.

Miscellaneous: Examinations (including an 8-hour Law Enforcement Comprehensive Final Examination) and special seminars. Total classroom, 50 hours.

Community Field Experiences: Independent study (under supervision) in selected community and city agencies. Total, 120 hours. (Open to Dayton Police Recruits only.)

Field Patrol Experiences: Basic patrol field experiences under supervision of selected Field Training Officers. Total, 160 hours.

APPENDIX B

Outline of Courses, Rio Hondo Junior College Police Academy Whittier, California

	HOURS	
INTRODUCTION TO LAW ENFORCEMENT		15
(a) Criminal Justice System, including Rights and Duties of Citizens	3	
(b) Ethics and Professionalization	3	
(c) Orientation and Registration	4	
(d) Jurisdiction of Law Enforcement Agencies	4	
(e) Departmental Organization	1	
CRIMINAL LAW		40
(a) Criminal Law (Penal Code)	25	
(b) Laws of Arrest	7	
(c) Civil Laws and Process	8	
CRIMINAL EVIDENCE		11
(a) Rules of Evidence (Evidence Code)	5	
(b) Search and Seizure	6	
ADMINISTRATION OF JUSTICE		11
(a) Court System	3	
(b) Courtroom Demeanor and Testifying	3	
(c) Field Problem	5	
CRIMINAL INVESTIGATION		49
(a) Assault Cases, Injury and Death Cases, Theft Cases	3	
(b) Auto Theft Cases	2	
(c) Burglary Cases, Robbery Cases	3	
(d) Collection, Identification and Preservation of Evidence	7	
(e) Crime Scene Recording	6	
(f) Interview and Interrogations	4	
(g) Narcotics and Dangerous Drugs	8	
(h) Preliminary Investigation	4	
(i) Sex Crimes	1	
(j) Fingerprints	4	
(k) Scientific Lab	3	
(l) Vice Investigation	4	
COMMUNITY-POLICE RELATIONS		22
(a) Role of Police in Society	1	
(b) General Public Relations	8	
(c) Human Relations	1	

	HOURS	
(d) News Media Relations	2	
(e) Race and Ethnic Group Relations	2	
(f) Discretionary Decision Making	1	
(g) Role Playing Demonstration (Field Problem)	4	
(h) Local Programs (P.A.C.E.)	1	
(i) Group Identification	2	
PATROL PROCEDURES		50
(a) Alcoholic Beverage Control Laws Intoxication Cases	2	
(b) Crowd Control	4	
(c) Disaster Training	2	
(d) Disorderly Conduct and Disturbance Cases Domestic and Civil Disputes	5	
(e) Field Notetaking, including Classroom Notetaking	3	
(f) Mental Illness Cases	4	
(g) Patrol and Observation	8	
(h) Report Writing	12	
(i) Tactics for Crimes in Progress	2	
(j) Telecommunications and Police Records	4	
(k) Jail Procedures	2	
(l) Explosives and Dangerous Chemicals	2	
TRAFFIC CONTROL		36
(a) Citations: Mechanics and Psychology	4	
(b) Driver Training (E.V.O.C.)	3	
(c) Drunk Driving Cases	2	
(d) Traffic Accident Investigation	6	
(e) Traffic Directing	2	
(f) Traffic Laws (Vehicle Code)	5	
(g) Vehicle Pullovers - Field Problems	12	
(h) Impound and Abandoned Vehicles	2	
JUVENILE PROCEDURES		9
(a) Juvenile Laws	3	
(b) Juvenile Procedures	5	
(c) Handling Juvenile and Female Prisoners	1	
DEFENSIVE TACTICS		27
(a) Arrest and Control Techniques	6	
(b) Defensive Tactics	12	
(c) Baton Training	8	
(d) Transportation of Mentally Ill	1	
FIREARMS		23
(a) Legal Aspects and Policy	5	
(b) Range	12	
(c) Special Weapons	4	
(d) Night Firing	2	

FIRST AID		15
Including Emergency Childbirth, Responsibility Laws and Exam	15	
ENGLISH		28
EXAMINATIONS		9
ADMINISTRATION		55
(a) Practical Reviews and Exercise	5	
(b) Inspections	5	
(c) Military Training	6	
(d) Graduation Exercise	7	
(e) Physical Education	32	
TOTAL HOURS		400

APPENDIX C

State Law Enforcement Training Commission Directors*

ARIZONA

Colonel James J. Hegarty
Secretary-Treasurer
Arizona Law Enforcement
Officers Advisory Council
P.O. Box 6638
Phoenix, Arizona 85005

ARKANSAS

Colonel George V. Armstrong
Director
Arkansas Law Enforcement
Training Academy
State Capitol Building
Little Rock, Arkansas 72201

CALIFORNIA

Gene S. Muehleisen
Executive Officer
Commission Peace Officer
Standards and Training
714 P Street, Room 1508
Sacramento, California 95814

CONNECTICUT

James W. Herlihy
Executive Director
Municipal Police Training Council
P.O. Box A-D Amity Station
New Haven, Connecticut 06525

DELAWARE

Captain James L. Ford
Director of Training
Delaware Police Training Commission
State Police Headquarters
Dover, Delaware 19901

FLORIDA

Jack Ledden
Executive Director
Police Standards Council
910 South Bronough Street, Suite 12
Tallahassee, Florida 32304

IDAHO

Tom McDowell
Executive Secretary
POST Advisory Council
Idaho State University
P.O. Box 333
Pocatello, Idaho 83201

ILLINOIS

Mervin O'Melia
Executive Director
Illinois Local Governmental Law
Enforcement Officer Training Board
301 North Second Street
Springfield, Illinois 62702

INDIANA

Herman H. Freed
Executive Director
Indiana Law Enforcement Training Board
301 State Office Building
100 North Senate Avenue
Indianapolis, Indiana 46204

IOWA

John F. Callaghan
Director
Iowa Law Enforcement Academy
Camp Dodge, P.O. Box 130
Johnson, Iowa 50131

*Source: International Association of Chiefs of Police, Washington, D.C.
January 30, 1970

KANSAS

Maynard L. Brazeal
Director of Police Training
Kansas Law Enforcement
Training Center
P.O. Box 647
Hutchinson, Kansas 67501

KENTUCKY

Robert Clark Stone
Executive Director
Kentucky Law Enforcement Council
Eastern Kentucky University
Box 608
Richmond, Kentucky 40475

MAINE

John L. Salisbury
Executive Secretary
Maine Municipal Association
89 Water Street
Hallowell, Maine 04347

MARYLAND

Robert L. VanWagoner, Sr.
Executive Secretary
Maryland Police Training Commission
7 Church Lane
Pikesville, Maryland 21208

MASSACHUSETTS

John F. Toomey
Executive Director
Municipal Police Training Council
Commonwealth of Massachusetts
20 Somerset Street
Boston, Massachusetts 02108

MICHIGAN

Martin R. Gardner, Sr.
Executive Secretary
Law Enforcement Officers Training Council
300 Frandor Avenue
Lansing, Michigan

MINNESOTA

Carl V. Pearson
Executive Director
Minnesota Peace Officers Training Board
160 State Office Building
St. Paul, Minnesota 55101

NEVADA

Carrol T. Nevin
Director, Nevada Crime Commission
Room 53, State Capitol Building
Carson City, Nevada 89701

NEW JERSEY

Leo A. Culloo
Executive Secretary
Department of Law and Public Safety
Police Training Commission
1100 Raymond Boulevard
Newark, New Jersey 07102

NEW YORK

Orrell A. York
Executive Director
Municipal Police Training Council
155 Washington Avenue
Albany, New York 12210

NORTH DAKOTA

Vance K. Hill
Assistant Attorney General
Director, North Dakota Combined
Law Enforcement Council
State Capitol
Bismarck, North Dakota 58501

OHIO

Anson B. Cook
Executive Director
Ohio Peace Officer Training Council
40 South Third Street, Room 100
Columbus, Ohio 43215

OKLAHOMA

O. K. Bivens
Executive Director
Sheriffs and Peace Officers
Association of Oklahoma
808 N. E. 36th Street
Oklahoma City, Oklahoma 73105

OREGON

Paul Bettiol
Executive Director
Board on Police Standards and Training
326 Public Service Building
Salem, Oregon 97310

RHODE ISLAND

Henry F. Miller, Jr.
Chairman, Commission on
Standards and Training
Rhode Island Municipal Police
Training School
Rhode Island State Police Academy
Foster, Rhode Island

SOUTH DAKOTA

Don Licht
Training Coordinator
Division of Criminal Investigation
Attorney General's Office
Pierre, South Dakota 57501

TENNESSEE

Charles F. Grigsby
Director
Tennessee Law Enforcement Training
Academy
P. O. Box 2433
Donelson, Tennessee 37214

TEXAS

Wallace D. Beasley
Executive Director
Texas Commission on Law Enforcement
Officer Standards
1501 Lavaca Street
Austin, Texas 78701

UTAH

Ralph H. Jones
Director, Division of Peace Officers
Standards and Training
319 State Office Building
Salt Lake City, Utah 84114

VERMONT

Harold S. Potter
Executive Director
State of Vermont Law Enforcement
Training Council
126 State Street
Montpelier, Vermont 05602

VIRGINIA

Major P. P. Woodson
Director, Law Enforcement Officers
Training Standards Commission
9 North Twelfth Street
Richmond, Virginia 23219

WASHINGTON

John D. Clarke
Executive Secretary
Washington Law Enforcement
Officers Training Commission
1107 South Eastside Street
Olympia, Washington 98501

WEST VIRGINIA

Harold E. Neely
Executive Director
Governor's Committee on Crime,
Delinquency and Corrections
1704 McClung Street
Charleston, West Virginia 25305

WISCONSIN

Robert G. Walter
Executive Director
Wisconsin Council on Criminal Justice
110 East Main Street
Madison, Wisconsin 53702

APPENDIX D

State Law Enforcement Training Agencies*

ALABAMA

L. Kenneth Moore
Administrator
Alabama Law Enforcement Agency
State Capitol
Room 117, Public Safety Building
Montgomery, Alabama 36104

ALASKA

David E. Webb
Acting Executive Director
Criminal Justice Commission
Office of the Governor
Pouch AJ
Juneau, Alaska 99801

ARIZONA

Albert N. Brown
Executive Director
Arizona State Justice Planning Agency
2985 West Osborn Street
Phoenix, Arizona 85107

ARKANSAS

John H. Hickey
Director
Commission on Crime and Law Enforcement
1009 University Tower Building
12th at University
Little Rock, Arkansas 72204

CALIFORNIA

Ernest G. Reimer
Executive Director
California Council on Criminal Justice
1108 14th Street
Sacramento, California 95814

COLORADO

John C. MacIvor
Executive Director
Colorado Law Enforcement Assistance Administration
600 Columbine Building
1845 Sherman
Denver, Colorado 80203

CONNECTICUT

Wayne R. Mucci
Executive Director
Governor's Planning Committee on Criminal Administration
75 Elm Street
Hartford, Connecticut 06115

DELAWARE

Samuel R. Russell
Executive Director
Delaware Agency to Reduce Crime
1208 King Street
Wilmington, Delaware 19801

DISTRICT OF COLUMBIA

Eugene Rhoden
Director
Criminal Justice Planning Agency
Room 1200
711 14th Street, N.W.
Washington, D.C. 20005

FLORIDA

Allan C. Hubanks
Administrator
Inter-Agency Law Enforcement Planning Council
Tallahassee Bank Building, Suite 608
Tallahassee, Florida 32301

*Source: Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, D.C. 20530, December 19, 1969.

GEORGIA

Charles Cory, Executive Director
State Planning Bureau
270 Washington Street, S.W.
Atlanta, Georgia 30304

GUAM

John P. Raker
Director
Law Enforcement Planning
Office of the Attorney General
P.O. Box DA
Agana, Guam 96910

HAWAII

Dr. Irwin Tanaka
Administrator
Law Enforcement and Juvenile Delinquency Planning Agency
1010 Richard Street, Room 412
Honolulu, Hawaii 96813

IDAHO
David J. Dehlin
Director
Law Enforcement Planning Commission
State House
7th and Washington Streets
Boise, Idaho 83707

ILLINOIS

John F.X. Irving
Director
Illinois Law Enforcement Commission
Room 204
134 North LaSalle Street
Chicago, Illinois 60601

INDIANA

Judge William T. Sharp
Acting Director
Indiana State Criminal Justice Planning Agency
State House
Indianapolis, Indiana 46204

IOWA

Max Milo Mills
Executive Director
Iowa Crime Commission
State Capitol
Des Moines, Iowa 50319

KANSAS

Thomas Regan
Director
Governor's Committee on Criminal Administration
525 Mills Building
Topeka, Kansas 66603

KENTUCKY

Charles L. Owen
Executive Director
Commission on Law Enforcement and Crime Prevention
Room 130, Capitol Building
Frankfort, Kentucky 40601

LOUISIANA

Neil Lamont
Executive Director
Louisiana Commission on Law Enforcement and Administration of Criminal Justice
P. O. Box 44337, Capitol Station
Baton Rouge, Louisiana 70804

MAINE

John B. Leet, Program Director
Maine Law Enforcement Planning and Assistance Agency
295 Water Street
Augusta, Maine 04330

MARYLAND

Ralph M. Gutekunst, Jr.
Executive Director
Governor's Commission on Law Enforcement and Administration of Justice
Executive Plaza One, Suite 302
Cockeysville, Maryland 21030

MASSACHUSETTS

Sheldon Krantz
Executive Director
Committee on Law Enforcement and
Administration of Justice
Little Building, Room 1230
80 Bolyston Street
Boston, Massachusetts 02116

MICHIGAN

Louis A. Rome
Executive Director
Michigan Commission on Law Enforcement
and Criminal Justice
474 Hollister Building
Lansing, Michigan 48933

MINNESOTA

Emery Barrette
Executive Director
Governor's Commission on Crime
Prevention and Control
Capitol Square Building
550 Cedar Avenue
St. Paul, Minnesota 55101

MISSISSIPPI

Kenneth W. Fairly
Acting Executive Director
Division of Law Enforcement Assistance
345 North Mart Plaza
Jackson, Mississippi 39206

MISSOURI

William L. Culver
Executive Director
Missouri Law Enforcement Assistance
Council
500 Jefferson Building
Jefferson City, Missouri 65101

MONTANA

Brinton Markle
Director
Governor's Crime Control Commission
Capitol Building
Helena, Montana 59601

NEBRASKA

Walter D. Weaver
Executive Director
Governor's Crime Commission
State Capitol Building
Lincoln, Nebraska 68509

NEVADA

Carroll T. Nevin
Director
Commission on Crime, Delinquency
and Corrections
Suite 53, State Capitol Building
Carson, City, Nevada 89701

NEW HAMPSHIRE

Max Davis Wiviott
Director
Governor's Commission on
Crime and Delinquency
3 Capitol Street
Concord, New Hampshire 03301

NEW JERSEY

James A. Spady
Executive Director
State Law Enforcement Planning Agency
447 Bellevue Avenue
Trenton, New Jersey 08618

NEW MEXICO

George Blumenthal
Director
Governor's Policy Board for
Law Enforcement
302 East Palace Avenue
Santa Fe, New Mexico 87501

NEW YORK

Peter McQuillan
Executive Director
New York State Office of Crime
Control Planning
230 Broadway, 10th Floor
New York, New York 10007

NORTH CAROLINA

James VanCamp
Administrator
Law and Order Division
North Carolina Department of
Local Affairs
422 North Blount Street
Raleigh, North Carolina 27601

NORTH DAKOTA

Vance K. Hill
Director
Law Enforcement Council
State Capitol Building
Bismarck, North Dakota 58501

OHIO

Albert Giles
Executive Director
Department of Urban Affairs
Room 3200
50 West Broad Street
Columbus, Ohio 43215

OKLAHOMA

Dale Crowder
Director
Oklahoma Crime Commission
1111 North Walker Street
Oklahoma City, Oklahoma 73105

OREGON

Roderic A. Gardner
Coordinator
Law Enforcement Planning Council
302 Public Service Building
Salem, Oregon 97310

PENNSYLVANIA

Charles F. Rinkevich
Executive Director
The Pennsylvania Crime Commission
Federal Square Station
P.O. Box 1167
Harrisburg, Pennsylvania 17108

PUERTO RICO

Pedro M. Velez, Jr.
Director
Puerto Rico Crime Commission
G.P.O. Box 1256
Hato Rey, Puerto Rico 00936

RHODE ISLAND

Walter A. McQueeney
Executive Director
Governor's Committee on Crime,
Delinquency, and Criminal
Administration
265 Melrose Street
Providence, Rhode Island 02907

SOUTH CAROLINA

Carl R. Reasonover
Executive Director
Law Enforcement Assistance Program
915 Main Street
Columbia, South Carolina 29201

SOUTH DAKOTA

Glenn Rhodes
Director
State Planning and Advisory Commission
on Crime
State Capitol
Pierre, South Dakota 57501

TENNESSEE

Francis W. Norwood
Executive Director
Tennessee Law Enforcement Planning
Agency
216 Capitol Boulevard
Suite 604
Nashville, Tennessee 37219

TEXAS

Judge Joe Frazier Brown
Executive Director
Criminal Justice Council
Executive Department
810 Littlefield Building
Austin, Texas 78711

UTAH

Robert Anderson
Director
Law Enforcement Planning Council
Utah State Capitol
Room 409
Salt Lake City, Utah 84114

VERMONT

Robert B. Bing
Executive Director
Governor's Commission on Crime
Control and Prevention
43 State Street
Montpelier, Vermont 05602

VIRGINIA

Richard N. Harris
Director
Law Enforcement Administration
9 North 12th Street
Richmond, Virginia 23219

VIRGIN ISLANDS

Edmond Ayres
Chief Administrator
Virgin Islands Law Enforcement
Commission
Charlotte Amalie
St. Thomas, Virgin Islands 00801

WASHINGTON

James N. O'Connor
Administrator
Law and Justice Office
Planning and Community Affairs Agency
1305 Capitol Way
Olympia, Washington 98501

WEST VIRGINIA

Dr. Harold Neeley
Executive Director
Governor's Committee on Crime,
Delinquency and Corrections
1704 McClung Street
Charleston, West Virginia 25311

WISCONSIN

Robert G. Walter
Executive Director
Wisconsin Council on Criminal Justice
110 East Main Street
Madison, Wisconsin 53702

WYOMING

James N. Wolfe
Administrator
Governor's Commission on
Criminal Administration
600 East 25th Street
Cheyenne, Wyoming 82001

AMERICAN SAMOA

Raymond E. Smythe
Territorial Planning Officer
Territorial Law Enforcement
Planning Agency
Box 7
Pago Pago, American Samoa 96909

APPENDIX E

Regional Offices
Law Enforcement Assistance Administration
U.S. Department of Justice

REGION #1 - Boston

Joseph R. Rosetti
Regional Director
Law Enforcement Assistance
Administration
U.S, Department of Justice
Post Office and Court House Building
Room 1702
Boston, Massachusetts 02109

REGION #2 - Philadelphia

Arnold J. Hopkins
Regional Director
Law Enforcement Assistance
Administration
U.S. Department of Justice
928 Market Street
Philadelphis, Pennsylvania 19107

REGION #3 - Atlanta

George M. Murphy
Regional Director
Law Enforcement Assistance
Administration
U.S. Department of Justice
730 Peachtree Street, N.W.
Room 985

REGION #4 - Chicago

Law Enforcement Assistance
Administration
U.S. Department of Justice
O'Hara Office Center
Room 121
3166 Des Plaines Avenue
Des Plaines, Illinois

REGION #5 - Dallas

Norval Jesperson
Regional Director
Law Enforcement Assistance
Administration
U.S. Department of Justice
500 S. Ervay Street
Room 407-C
Dallas, Texas 75201

REGION #6 - Denver

Edwin R. La Pedis
Regional Director
Law Enforcement Assistance
Administration
U.S. Department of Justice
Room 6519, Federal Building
Denver, Colorado 80202

REGION #7 - San Francisco

Cornelius Cooper
Regional Director
Law Enforcement Assistance
Administration
U.S. Department of Justice
1838 El Camino Real
Suite 111
Burlingame, California 94010

FOOTNOTES

[1]Task Force Report: The Challenge of Crime in a Free Society, U.S. Government Printing Office, Washington, D.C., 1967, p. 112.

[2]Ibid.

[3]Task Force Report, op. cit., p. 113.

[4]Task Force Report: The Police, U.S. Government Printing Office, Washington, D.C., 1967, p. 139.

[5]Ibid, p. 140.

[6]Ibid, p. 141.

[7]Styles, Jimmie C., and Pace, Denny F., Guidelines for Work Experience Programs in the Criminal Justice System, American Association of Junior Colleges, Washington, D.C., 1969.

[8]Fox, Vernon B., Guidelines for Corrections Programs in Community and Junior Colleges, American Association of Junior Colleges, Washington, D.C., 1969, p. 9.

[9]Stinchcomb, James D., and Crockett, Thompson S., Guidelines for Law Enforcement Education Programs in Community and Junior Colleges, American Association of Junior Colleges, 1968, Washington, D.C.

[10]Guidelines, op. cit., p. 20-21.

[11]Norrgard, David L., Regional Law Enforcement, Public Administration Service, 1969, p. 1.

[12]Ibid., p. 2.

[13]Styles and Pace, op. cit.

[14]The Training Keys, International Association of Chiefs of Police, Washington, D.C.

[15]Task Force Report: The Police, U.S. Government Printing Office, Washington, D.C., 1967, p. 137.

[16]Sheehan, Robert, "A Commitment to Change," The Journal of Criminal Law, Criminology, and Police Science, Vol.60, No. 3, September, 1969, p. 381.

[17]Kelly, James A. F., and Barnum, Robert C., "Operation: Police Manpower," The Police Chief, July 1969, p. 45.

FOOTNOTES

[18]Department of Defense, Fact Sheet Transition Program.

[19]Kelly and Barnum, op. cit.

[20]Stinchcomb, James D., The Police Chief, International Association of Chiefs of Police, 1319 18th Street, Washington, D.C., February, 1970, p. 39.